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ABSTRACT

This issue of "Teachergram" addresses media-related issues such as the kind of world picture Canadians receive from mainstream media, the ability of television to describe the complexity of world events, and the claim of distorted and simplistic portrayal of developing nations. Students are encouraged critical perspective--to help them look at the media they watch, read, or listen to with critical eyes and ears. Also discussed are the United Nations Educational, Scientific and Cultural Organization's (UNESCO) call for a new world information order, examples of media bias in the coverage of international events, two theories of media bias, two case studies illustrating how to read newspaper stories with a critical eye, five brief activities, and lists of audio-visual resources and organizations that provide a third-world perspective on the news. (RS)

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ED 367 031

Media: Eyeing the News

Teachergram Spring 1990

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teaching global issues

Teachergram

Spring 1990

Media: Eyeing the News

To the teacher

The worldview of Canadian students is created from a variety of sources, one of the primary sources being the media. By the time most young North Americans graduate from highschool, they will have watched three years of T.V.

But what kind of a world picture do Canadians receive from the mainstream media? Educators such as Neil Postman express alarm about the ability of television—an entertainment medium—to adequately describe the complexity of world events. Media analysts such as Noam Chomsky point to the dangers of corporate control of the western media. Third world people claim that their portrayal in the media is distorted and simplistic. This issue of **Teachergram** attempts to address some of these issues, and to encourage students to view the media from a critical perspective.

Cartoon: Carlos Freire, The Moment

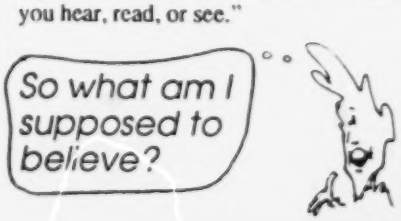
Our news: Through whose glasses do we view the world?

"Look, I saw it on T.V., so it must be right, right?"
"Here it is in the newspaper! Who's going to argue against that?"

January 8, 1990: New York

A beautiful young woman sits in a plush hotel suite, sipping champagne, surrounded by microphones and television cameras. She has just announced that she is the winner of the $35 million New York state lottery. She is the toast of New York, splashed across the pages and screens of New York media. Only after the T.V. coverage, after the printed headlines reading "$35 Million and She's Single" does the truth surface. State lottery officials reveal that the $35 million prize is still unclaimed.

For the young woman, an actress named Charlie Taylor, the stunt means valuable publicity which may lead to future movie roles. For the news media who covered the fake event, the stunt is a black mark against media credibility; why didn't any of the reporters check out the story with lottery officials? Why did they so gullibly accept this staged media event as representing the truth? For us, the consumers of information in the "information age", this incident reinforces an old saying: "You shouldn't believe everything you hear, read, or see."



Ms. Taylor's publicity stunt is an extreme example of media inaccuracy. But every media story we see, hear or read is the product of reporters, editors, camera crews, T.V. anchormen and women—people who hold points of view which may be different from our own, people who choose what events to cover, who to interview, and what words and pictures to use. In other words, the media story which is presented to you is not necessarily "the truth", but rather one person's or a group of people's idea about the truth. This issue of **Teachergram** is designed to help you look at the media you watch, or read, or listen to, with critical eyes and ears.

2 Views on Viewpoint:

"Our reporters do not cover stories from *their* point of view. They are presenting them from *nobody's* point of view." Richard S. Salani, former President, CBS News

"Think of it as a dark room, and you're there with the flashlight. The room's full of dark corners; which dark corner are you going to shine your flashlight at? That's the agenda-setting aspect of the news, and that is absolutely crucial." Randolph Ryan, Editorial Writer and Columnnist for the Boston Globe

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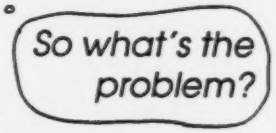
Getting the Picture

A Critical Look at Media Coverage of the Third World

Who Makes the News?

Our news is brought to us by a surprisingly small number of organizations. Three major T.V. news services—Viznews (British), UPIIN (British-U.S.) and CBS Newsfilm (U.S.)—use microwave and satellite to relay their camera footage to T.V. networks all over the world. Because individual networks cannot afford to send camera crews and reporters to out-of-the-way places, most T.V. stations rely heavily on these three camera "giants". Virtually all the T.V. coverage that Third World people get comes from these sources.

The wire services which supply newspapers and radio/television networks with news consist of four "biggies". If you look closely at a newspaper, you'll notice under the headlines of many of the international articles one of the following names: **AP** (Associated Press, U.S.-owned); **UPI** (United Press International, U.S.-owned); **AFP** (Agence France-Presse, French) or **Reuters** (British). These four wire services account for about 90% of the international news we read in our newspapers, 60% of it from AP and UPI—both U.S. agencies. In Canada, you will often read CP under the headline. This stands for Canadian Press, which is Canada's major wire service. CP gathers up news from across Canada to be used in Canadian newspapers. For its international coverage, CP relies on its agreements with AP, AFP and Reuters, which allow it to "Canadianize" wire stories—changing the American spelling and adjusting other minor points—and print them as CP stories.



This means that most of our international news is reported from an American or European viewpoint. What's more, most of the international news we get is actually *about* the U.S. and Europe. Here's where the wire service correspondents are placed:

U.S.	34%
Europe	28%
Asia & Australia	17%
Latin America	11%
Middle East	6%
Africa	4%

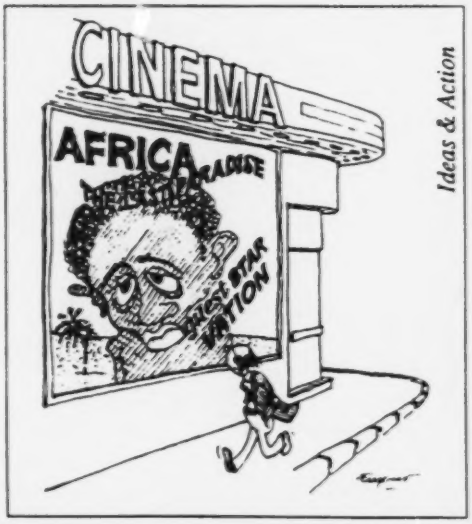
What Makes the News?

"Bloody coup installs new government", "Border War Claims Lives of Thousands": When the news media cover international issues, what do they talk about? A 1989 Canadian study found that little mention was made of key issues like population, energy, food and positive developments in health and education. Rather, news coverage focusses on meetings of diplomats, political problems, coups, civil unrest and internal politics. Often, reporters are flown into crisis areas, where they do a quick story and depart a day or two later. The stories which come of this "fly by night" journalism often don't reflect the issues which have led to the crisis, and don't describe the lives of the majority of the people who live in the country. We, the information consumers, are left with an image of a developing world which is composed of violence and crisis. Television, because it's keyed to exciting visual images, is particularly prone to a confrontation-oriented style of reporting.

"You don't even know where the place is. You're the only one on the plane because everyone else is fleeing the crisis."
Joe Schlessinger, CBC Correspondent

"Reagan decides to bomb Libya and suddenly hundreds of correspondents sharing the sme hotels file almost the same stories compiled from the same sources."
Robin Palmer. *News out of Africa: Biafra to Band Aid*, 1986.

"Too often, photographers end up just waiting for and shooting pictures of confrontation."
Bob Gentille, Newsweek Photographer, quoted in *The World is Watching* (see page 8).



Ideas & Action

"Crisis reporting" has meant that many Canadians have a picture of Africans as helpless, passive people. Most people who go to Africa, however, are struck by the hard work, energy, and optimism of the people.

How is the News Presented?

After all the decisions have been made about where to have what reporters, and what types of events they should report on, the resulting stories can still look pretty different when reported from different points of view. Imagine yourself a reporter, reporting on—let's say—a student demonstration at your school. How would you gather the material for your story? Who would you choose to interview? What pictures would you take? What quotes would you use?

If you chose to interview only student demonstrators, and featured a picture of a very angry-looking principal, your story would be very different than if you chose to interview only the principal, teachers, and non-participating students. If you took bits of quotations out of context, or prefaced your sentences with "Most experts agree that . . .", or "Any student can tell you that. . .", your story would be increasingly distorted.

When we are presented with a news story, it's up to us to ask questions about the way the story is being presented, the sources used, the facts provided, and the way words and images are used.

"However, the Chilean man-in-the-street appears to have few complaints."

The Critical Eye:

a Media Monitoring Checklist

- **Importance:** What importance is given to the item? Is it on the front page of the newspaper? near the beginning of the T.V. newscast? How much space/time does it rate? In your opinion, is the importance given to the main items justified, in relation to other news items?
- **Sources:** What sources are used? Are the sources carefully balanced, from different points of view? Are the sources named, or are they vague: "official sources", "most people", etc.? Are ordinary people in the situation asked for their views?
- **Pictures:** If photographs or video images are used, do they convey a favourable or unfavourable treatment of the subject? What aspects of the story do they highlight?
- **Message:** What is the basic message? How is it being conveyed? When you've decided on the basic point being made, think about how it was made. Were convincing facts and arguments made? Were things left out that you think you still need answers to? Was the author's argument emotional or factual? Were the opinions of the writer mixed in with facts? How well does the headline reflect the content of the story?
- **Slant:** Are "loaded words" used? It's important to remember that a group labelled "terrorists" by some can be "freedom-fighters" to others. Are there veiled personal attacks? Is one viewpoint given preferential treatment?

(Adapted from E. MacLean, *Between the Lines*)

Looking For Alternatives :

NWIO— New World Information Order

The 1970s brought an increasing desire of developing nations to participate more in the world of media. They felt that the media image of the Third World was a grossly distorted image created by western journalists ignorant of Third World realities. They worried that their citizens were suffering from a deluge of western media, a kind of "cultural imperialism", which was making the whole world into consumers of American goods and imitators of the American lifestyle. The place where these countries expressed their concerns was UNESCO, the United Nations Educational, Scientific and Cultural Organization. In 1980, UNESCO passed a resolution calling for a New World Information Order, with these features:

- an equalization of the present media imbalance by more technology and training for Third World journalists;
- licensing of journalists, and a code of responsibility to be adopted by all journalists;
- more control of media coverage by the developing countries — "respect for each people's cultural identity and for the right of each nation to inform the world about its interests, its aspirations and its social and cultural values."

So what happened?

Journalists from Britain and the U.S. were bitterly opposed to the NWIO, arguing that the Third World countries wanted to muzzle the freedom of the press, and to control journalists. Third world nations claimed that this was not their intent, but that they wanted to have more control over the media coverage that went into their countries and the media coverage that went out. In the end, Britain and the U.S. both withdrew from UNESCO, largely over this issue, and there have been few available funds to allow media technology to be transferred to the Third World. The NWIO isn't exactly dead, but it hasn't got very far.

The major disagreement over the NWIO relates to the fine line between "fair portrayal" and "muzzling the press." Can you see why a First World journalist and a Third World government might have different ideas on this? What kind of system do you think would ensure fair, accurate reporting?

A Bit of Bias:

The coverage of international events can tell you a lot about the opinions—and the governments— of the reporters and editors involved:

The Jet Set—

KAL 007 and Iran Air 655

September 1, 1983: A Soviet interceptor plane blows up a Korean passenger jet
New York Times Editorial: ***Murder in the Air:*** "There is no conceivable excuse for any nation shooting down a harmless airliner... no circumstance whatever justifies attacking an innocent plane."

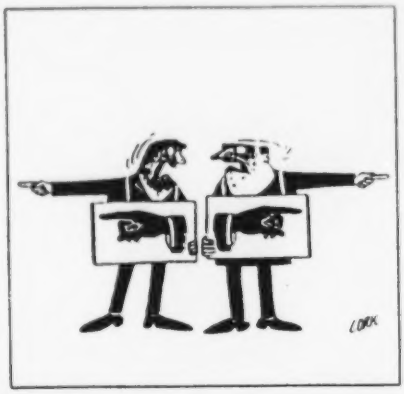
July 3, 1988: U.S. forces blow up an Iranian passenger jet
New York Times Editorial: "while horrifying, it was nonetheless an accident....The onus for avoiding such accidents in the future rests on civilian aircraft: avoid combat zones, fly high, acknowledge warnings."
(information from *Extra!*, July/August 1988)

A Tale of Two Priests—

March 18, 1980: Oscar Romero, archbishop of El Salvador, was murdered by a right-wing death squad associated with El Salvador military personnel. In the following 18 months, Father Romero's death was the topic of 16 articles and no editorials in the ***New York Times***, 3 articles in ***Time*** and ***Newsweek***, and 13 news programs on ***CBS News***.

October 19, 1984: Jerzy Popieluszko, a Polish priest, was murdered by Polish military personnel. In the following 18 months, Father Popieluszko's death was the topic of 78 articles and 3 editorials in the ***New York Times***, 16 articles in ***Time*** and ***Newsweek***, and 46 news programs on ***CBS News***.
(Herman and Chomsky, ***Manufacturing Consent***, 1988)

In each of these examples , what factors could have caused the difference in media coverage? Which government involved is a friend of the U.S.? Which isn't? Would you expect to see a similar lack of balance in the Canadian media? Why or why not?



Why Media Bias? — 2 Theories

1: The Corporate Coercion Theory

Many media observers are concerned by the increasing **concentration of ownership** of the media. In the U.S., just 29 corporations control most of the business in daily newspapers, magazines, television, books, and motion pictures (down from 46 corporations in 1981). These corporations deal not only in media, but other products. General Electric, for instance, bought NBC (the National Broadcasting Corporation) in 1986.

In Canada, the trend towards greater media ownership by a few large corporations is similar. Canada's two main newspaper chains—Southam and Thomson, together control 47.5% of total daily newspaper circulation, reaching a total of 2,705,232 Canadian buyers. These large publishing interests also tend to own T.V. and radio outlets. What is more, the "media elite"—the people who control the media—tend to be the same people as the "economic elite"—the people who control Canadian business. In 1975, media researcher Wallace Clement found that "the overlap [of the media elite] with the economic elite is extensive, almost one-half the members are exactly the same people."

In addition, the media depend on advertisers in order to survive. In 1970, a Senate Committee investigating the state of the Canadian media found that the media received 70% of its advertising income from just 100 major companies, half of which were U.S. controlled.

One of the most famous modern media analysts is Noam Chomsky. He talks of "manufacturing consent", stating that, although the giant corporations (many of which, like G.E., are also involved in arms manufacture) don't openly *censor* the content of the media, they *influence* the journalists who report the news, and those journalists and editors become self-censoring. Because they want to keep their jobs and get ahead, journalists tend to report news in a way which will be pleasing to the large business interests of North America and Europe.

- ***How might the ownership of the media influence the news which is carried by that media?***
- ***Why is it important to know that the control of business and the media is often in the same hands?***
- ***Do you think that the advertisers of a news program might influence the news coverage? How?***

2: The Nature-of-the-Medium Theory

"The idea is to keep everything brief, not to strain the attention of anyone but instead to provide constant stimulation through variety, novelty, action, and movement. You are required ... to pay attention to no concept, no character, and no problem for more than a few seconds at a time."
Robert MacNeil, executive editor and co-anchor of the MacNeil-Lehrer Newshour, speaking about television news.

The average America T.V. news story is now one minute 15 seconds per item. What we think of as "good television"—action-packed and entertaining—tends to reduce Third World people to stereotyped images, and to provide a distorted, violent picture of world events which doesn't help to explain the issues behind the immediate story.

WHERE DO CANADIANS GET THEIR NEWS?

T.V.	38%
Newspapers	35%
Radio	16%
Magazines	4%
Friends & colleagues	7%

(1989 Decima Pole, quoted in Financial Post 500, Summer 1989)

- ***What media, do you think, portray international events most accurately? least accurately? Why?***
- ***Consider the two theories of media bias discussed above. Do you think that either or both are correct? Why or why not?***

Case Study 1: Reading with a Critical Eye

Panama: The Official Story

The following articles appeared on the front pages of the Vancouver Sun. What do they tell us about the perspective of the reporters?

Wednesday, December 20, 1989

U.S. Troops attack Panama

Canadian Press with Associated Press, Reuter

WASHINGTON — U.S. soldiers died in battle in Panama today after President George Bush ordered troops into action in a bid to oust the Central American country's de facto leader, Gen. Manuel Noriega.

The Defence Department said nine members of U.S. forces died and 39 were wounded in fighting so far. Bush said some innocent Panamanians also have been killed.

White House spokesman Marlin Fitzwater said: "The president has made every effort to resolve the situation peacefully ... Gen. Noriega has rejected all of these efforts." . . . .

December 23, 1989

U.S. forces strain for control over Dignity Battalions

Reuter

PANAMA CITY — The top U.S. military commander in Panama has conceded his forces are having a tough battle trying to control the Dignity Battalions, the armed bands loyal to Gen. Manuel Antonio Noriega.

Gen. Maxwell Thurman, head of the U.S. Southern Command, said the civilian fighters had caused "significant" mischief.

(Articles reprinted by permission of Canadian Press, Associated Press and Reuters)

- ***What are the sources of the news?***
- ***Whose deaths are emphasized? Whose aren't?***
- ***What does* de facto *mean? Is it a "loaded" term?***
- ***How many is "some"? In the weeks following this report, different figures will appear. Most reports will use the figure provided by the U.S. State Department: 600 dead Panamanians. But other observers, including the former U.S. attorney-general Ramsey Clark, claim that the figure is about 4,000. (Globe & Mail, January 8, 1990)***
- ***What are these efforts?***
- ***What people are interviewed?***
- ***The U.S. fighters are described as "U.S. forces". How are the Panamanian forces described? How does this description influence your picture of them?***
- ***What does the word "control" mean here? What other words might have been used, which would have changed the reader's mental picture?***
- ***How might a Panamanian feel on reading these reports?***

Case Study 2: Free Press?
South Pacific Forum on the Media

The Time: July, 1989
The Place: Kiribati, a small Pacific nation composed of many tiny islands
The Event: A South Pacific Forum on Media, attended by representatives from 15 South Pacific countries

The Issues:

Papua New Guinea

An Australian T.V. station, broadcasting into PNG, airs a report on a PNG demonstration. Unfortunately, its film footage is of riots which took place three years ago. The foreign minister Michael Somare is quoted, but the photo accompanying the quote is not of Somare at all, but of the prime minister of Vanuatu. Somare blames insensitive and ignorant foreign journalists from New Zealand and Australia for heightening the unrest in his country.

Vanuatu

Senior Vanuatu government official Grace Molisa complains that media have focused on alleged Cuban, Soviet and Libyan connections in Vanuatu, which has a socialist government. One major Australian newspaper report in 1983 claimed that there were Cuban soldiers in Vanuatu and a Cuban adviser to the Prime Minister. There were no soldiers and the "Cuban adviser" was in fact a Jamaican on a Commonwealth loan program.

Molisa accuses some journalists of actually encouraging a coup attempt by encouraging the rebel politician, Barak Sope, with "false hopes of power".

"Let's face it," Molisa said. "How free is the free press really? Why should we have the free press rammed down our throats when all that matters to them are the profits at the end of the year?"

Fiji

In May 1987, a coup overthrows the elected Prime Minister of Fiji and replaces him with a military regime headed by Sitiveni Rabuka. Most of the media editors and reporters, threatened with detention, decide to support the new government. The two papers covering the whole Pacific region, ***Pacific Islands Monthly*** and ***Islands Business***, quickly adopt the government line, one of them featuring Rabuka as "Pacific Man of the Year." The one newspaper which has staunchly refused to support the government's view is the ***Fiji Sun***. The Sun's publisher Harkness refuses to produce "censored newspapers" and shuts down the paper, which still remains closed. Jim Carney, editorial writer of the Sun, is deported.

Foreign journalists now need permits to enter Fiji. The government proposes licensing for newspapers and announces that there will be censorship on its planned T.V. network. Unofficial censorship already exists on state radio.

Who Owns the Media in the South Pacific?

Two foreign companies control most of the South Pacific's media. The two biggest daily newspapers and the most influential regional news magazine—***Pacific Islands Monthly***—are owned by Australian-turned-American media magnate Rupert Murdoch. All three daily newspapers in New Caledonia and French Polynesia are owned by the French Hersant group. Recently, the Hersant group also tried to buy a controlling interest in the ***Fiji Sun*** (see above), but the deal fell through.

Step into this Scene:

You are a representative at the July 1989 conference on Media in the South Pacific. Take one of the roles listed:

Michael Somare, foreign minister of PNG: You are enraged at distorted coverage of the events in your country by foreign journalists. You feel that journalists should have to adopt a regional code of conduct, which will be strictly enforced.

Grace Molisa, spokesperson for Father Walter Lini, Prime Minister of Vanuatu: You feel that the social progress of your country has been hampered by the distortions of a right-wing, sensationalist press, hostile to the socialist government of your country. You favour licensing of foreign journalists.

David Lange, Prime Minister of New Zealand: You understand the concern of small South Pacific nations, but you are a firm supporter of the value of a free press.

Frank Senge, a young PNG reporter: You feel that freedom of the press needs to be strengthened, not diminished. However, you are concerned about the concentration of ownership of the South Pacific media, which you regard as unhealthy for a free and independent press.

Joe Smith, a Queensland T.V. reporter: You can't see what these folks are getting so hot and bothered about. So you did goof up a bit on that story about unrest in PNG? Everyone makes mistakes!

James Brown, former ***Fiji Sun*** reporter: You have been arrested and detained by the Fiji government for your articles critical of the government. You feel very strongly that the best way to ensure democracy is a free press, and oppose any government regulation of the media.

The Questions:

- Is the "free press" really free?
- How might a story show its bias for or against a particular government?
- In what ways could the cultural background of a journalist influence his or her reporting?
- Is censorship ever justifiable?
- What effect does ownership of the media have on media coverage? Should concentration of ownership be controlled? Should the citizens of a country or region own their own media?
- How is the situation in the South Pacific linked with the call for a New World Information Order (See page 3)?

The Task:

Reach a consensus on a way to improve on the accuracy and sensitivity of the western journalists, yet at the same time, support adequate freedom of the media.

TO FIND OUT WHAT ACTUALLY HAPPENED, SEE NEXT PAGE.

1. The Unblinkered Eye?

On page 1 of this ***Teachergram***, the cartoon in the lower left corner and the two quotations in the lower right corner all suggest ideas about the question of media viewpoint. Is it possible to report a completely unbiased version of international events? After reading the rest of this issue of Teachergram, prepare to discuss the reasons for media bias, the ways in which media bias can be reduced, and the ways in which you as a media consumer can deal with bias.

2. Owning the Media

"The communications and information industry will consolidate, in the same way as the oil, chemical and financial service industries did in their time, to the point where some 10 major corporations will dominate the global market."
(Robert Maxwell, owner of many British media outlets , quoted in "Media Wars", ***Macleans***, July 17, 1989)

"Freedom of the press is guaranteed only to those who own one."
(A.J. Liebling, quoted in E. MacLean, ***Between the Lines***)

In small groups, read ***The Corporate Coercion Theory***, page 4, then discuss the significance of the two quotations above. Why does it matter who owns the media? Should media ownership be controlled? Why or why not?

3. Reading with a Critical Eye

In small groups, examine **Case Study 1: Panama: The Official Story** (page 5) and discuss the questions raised about the perspective of the articles presented. As a group, decide upon a particular international news event or issue which you would like to examine. Your local library will have back issues of newspapers and magazines which will help you track down the news coverage of a particular issue. Use "The Critical Eye" checklist on page 3 to help you ask some key questions.

4. The Good, the Bad, the Indifferent

Bring to school two examples of articles or editorials on international topics:

- one which you consider to be a good one: balanced, containing good factual material, and unbiased;
- one which you consider to be an example of bad news coverage: unbalanced, distorted, lacking sufficient information, etc.

Write an essay in which you refer to these two articles, pointing out the differences between good and bad news coverage.

5. The South Pacific Forum

If your class decides to enact the South Pacific Forum on Media (page 6), you might be interested in what solution the Pacific nations decided upon. After strong representation from New Zealand, Australia and the Cook Islands, the 15 nations attending the forum decided that they would not adopt a code of conduct for journalists, but instead would organize a workshop to try to educate journalists about the reality of life in South Pacific nations.

For More on the Media...

Between the Lines: How to Detect Bias and Propaganda in the News and Everyday Life. Eleanor MacLean. Montreal: Black Rose Books, 1981. A classic in the field, this book, written in down-to-earth language, gives useful information about news bias, generally using Canadian examples.

Cross Currents: Tune into Knowledge Network at 9:00 on Thursday evenings to see this in-depth hour-long news program, which provides good background information on many current world situations. (Next series starts May 17.)

The New Internationalist. An excellent monthly publication featuring short, readable articles and punchy graphics, which give an alternative, Third World view of international issues. A must for school libraries. New Internationalist Publications, 1057 McNicoll Ave., Suite 108, Scarborough, Ontario M1W 3W6. Phone: (416) 496-8413.

For further resources, turn the page.

To All Teachergram Users:

Teachergram is at present facing an uncertain future. Until now, the costs of printing and mailing have been born entirely by VIDEA and the B.C. Council for International Cooperation. We are considering the possibility of publishing Teachergram 3 times a year (instead of twice a year, as at present) and requesting a modest subscription fee to help cover costs. Would you be interested in subscribing to Teachergram in the future? If so, please send in this form:

❒ I want to continue to receive Teachergram, and would considering paying a modest subscription for three issues a year.

Name: _____

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Comments/Suggestions: _____

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RESOURCES

Audio-Visuals

Between the Lines (1982 Canadian slide-tape, 18 min.) Based on Eleanor MacLean's book, listed on page 7, this slide-tape critically examines the power of the media, and the Third World view that the large western media agencies which control the media are biased in their coverage of world issues. It illustrates 4 patterns of news distortion, and helps viewers to analyze their media critically. Rental $20, available from IDERA (see list on right).

Consuming Hunger (recent 3-part set of videos, produced in U.S., 29 min. ea.) These 3 videos, all on the media coverage of the Ethopian famine, can be used separately or as a series. **Part 1: Getting the Story** looks at how the tragedy in Ethiopia went from "just another famine" to become headline news, exploring the "rules" of T.V. news. **Part 2: Shaping the Image** raises questions about the starving, helpless images of Third World people being "saved" by wealthy, white celebrities used in the Ethiopian coverage. **Part 3: Selling the Feeling** examines the Madison Avenue treatment of problems such as hunger and homelessness, and the lack of coverage given to the political aspects of such problems. Available for the cost of bus shipping and insurance from Global Village (Nanaimo) (see list on right).

Developing Images (1988 British video, 18 min.) This interactive video, with accompanying teachers' notes and student worksheets, helps students explore the often helpless and passive images of Third World people which dominate the news. Students come to understand how television current affairs and documentary programs are made. Suitable for grades 6 to 12. Rental $45 from IDERA (see list on the right).

The Reality of Media (1979 video: 60 min. each part) **Part 1: One Recipe for the Media** examines the role of the four major wire service agencies which provide 90% of the international news appearing in world newspapers, and their impact on the world. **Part 2: One Recipe for the Rest of the World** examines, through a case study of a Bogota newspaper, *El Tiempo*, the effect of the South-North information flow on the people of the Third World, who are the receivers of distorted and gap-filled information about their own countries. Rental $40 for each part. Available from IDERA (see list on the right).

The World is Watching 1989 video, 59 min.) Video focusing on television and newspaper coverage of the Arias Central America Peace Plan in the fall of 1987. Raises interesting questions about the way news is "crafted", by the choice of what issues and regions on which to focus, by political agendas, and by the nature of the television medium, with its insistence on short action clips. Available from National Film Board offices.

Organizations

The following B.C. organizations all offer alternative media—books, journals and audio-visual resources which provide a Third World perspective on the news.

BCTF Global Education Project
2235 Burrard Street
Vancouver, B.C. V6J 3H9
1-800-663-9163/ 731-8121

Canadian Catholic Organization for Development & Peace
150 Robson Street
Vancouver, B.C. V6B 2A7
683-0281 (loc. 256)

Canadian Red Cross Society, B.C./Yukon
International Services
Suite 400 - 4710 Kingsway
Burnaby, B.C. V5H 4M2
431-4200

CUSO
2524 Cypress Street
Vancouver, B.C. V6J 3N2
732-1814

Global Village (Nanaimo)
101 - 259 Pine Street,
Nanaimo, B.C. V9R 2B7
753-3322

Hope International Development Agency
210 - 6th Street
New Westminster, B.C. V3L 3A2
525-5481

IDERA
2524 Cypress Street
Vancouver, B.C. V6J 3N2
738-8815 (AV rental)
732-1496 (other)

Kootenay Cntr. for a Sustainable Future
Box 727
Nelson, B.C. V1L 5R4
354-4035

Mennonite Central Committee
P.O. Box 2038
Clearbrook, B.C. V2T 3T8
850-6639 / 533-0035

Northwest Development Education
Box 207
Terrace, B.C. V8G 4A6
635-2436

OXFAM Canada
2524 Cypress Street
Vancouver, B.C. V6J 3N2
736-7678

OXFAM Canada - Vancouver Island Outreach Project
205 - 620 View Street
Victoria, B.C. V8W 1J6
381-5226

Save the Children, B.C.
Main Floor, 325 Howe Street
Vancouver, B.C. V6C 1Z7
685-7716

South Pacific Peoples Foundation
409 - 620 View Street
Victoria, B.C. V8W 1J6
381-4131

Tools for Peace
1672 East 10th Avenue
Vancouver, B.C. V5N 1X5
879-7216

Unitarian Service Committee (USC) Canada, B.C. Provincial Office
#201 - 4381 Fraser Street
Vancouver, B.C. V5V 4G4
225-2304

United Nations Association (Vancouver)
Suite #210 - 1956 W. Broadway
Vancouver, B.C. V6J 1Z2
733-3912

United Nations Association (Victoria)
217 - 620 View Street
Victoria, B.C. V8W 1J6
383-4635

Victoria Y International
880 Courtenay Street,
Victoria, B.C. V8W 1C4
386-7511

VIDEA
407 - 620 View Street
Victoria, B.C. V8W 1J6
385-2333

Teachergram

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